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ABSTRACT

This law studies curriculum guide describes a course designed to provide secondary students with the opportunity to acquire an understanding of the U.S. legal process. The law studies course is intended to develop corresponding concepts and skills in conjunction with the content presented. The content areas of the curriculum include: (1) introductory information (e.g., reasons for laws, who makes laws, the adversary system); (2) criminal and juvenile justice; (3) consumer law; (4) family law; (5) housing law; and (6) individual rights and liberties. Performance objectives are listed for items in the course outline. (DB)

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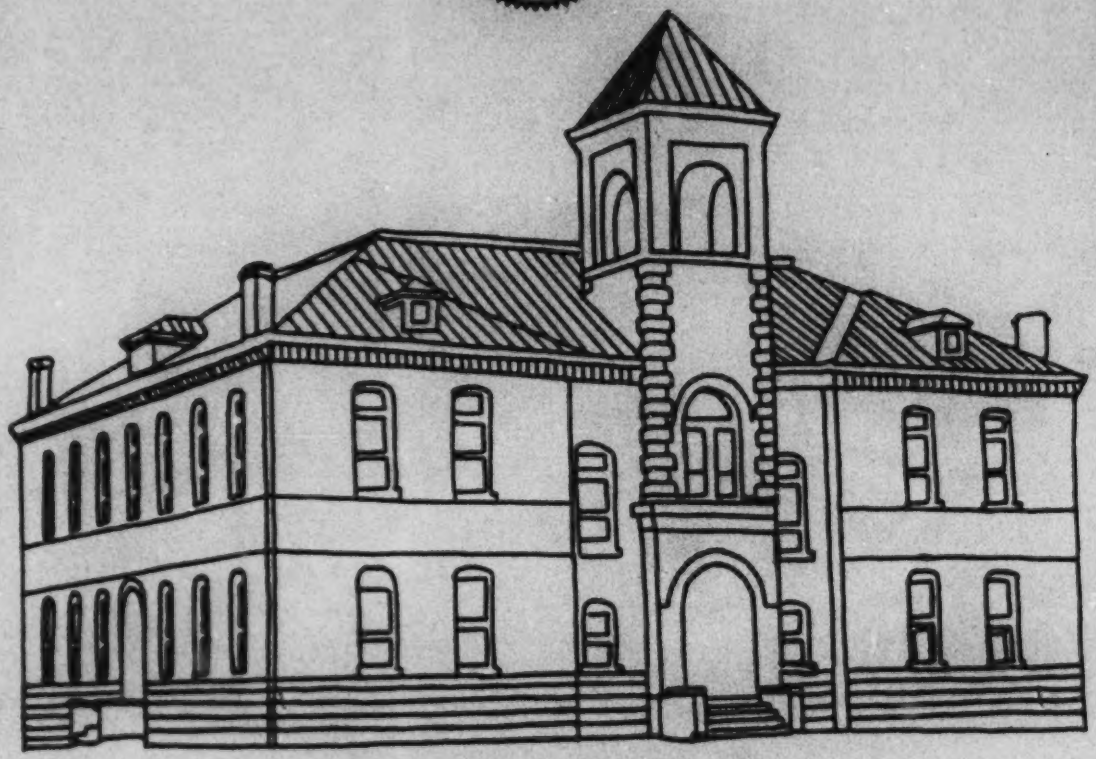

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Law Studies

Curriculum

2

SO 030 427

LAW STUDIES CURRICULUM

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COURSE TITLE

COURSE CODE NUMBER.....2106350

COURSE TITLE.....Law Studies

INSTRUCTIONAL LEVEL.....Standard

GRADE LEVEL.....11, 12

CREDIT.....1/2 or 0.5

LENGTH OF COURSE.....Semester

PREREQUISITES.....None

TEXTBOOKS.....McMahon, Edward J., Arbetmen, Lee P., O'Brien, Edward L. <u>Street Law</u>. 3rd Edition. New York: West Publishing Company 1986

INTRODUCTION TO LAW STUDIES CURRICULUM 1990

Notes to the teacher using this guide:

1. The purpose of Law Studies is to provide students the opportunity to acquire an understanding of the American legal process. Appropriate concepts and skills will be developed in connection with the content that follows.

2. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values and their impact on interpretations of the law, and the supremacy of the Constitution.

COURSE OUTLINE

LAW STUDIES

1.0 Introduction

- 1.1 Concept of Law
  - 1.1.1 Definition
  - 1.1.2 Reasons for Laws
  - 1.1.3 Laws That Affect Daily Lives
  - 1.1.4 Examine a Case
- 1.2 Kinds of Laws
  - 1.2.1 Criminal Law
  - 1.2.2 Civil Law
  - 1.2.3 Differences Between Criminal and Civil Law
- 1.3 Who Makes Laws
  - 1.3.1 Branches of Government
  - 1.3.2 Lawmaking
  - 1.3.3 Levels
  - 1.3.4 Structure and Function of Court System
  - 1.3.5 State/FederalCourts
  - 1.3.6 Florida Courts
  - 1.3.7 Trial/Appellate Courts
  - 1.3.8 Questions of Fact Law
  - 1.3.9 Federal/State Agencies
  - 1.3.10 Precedent
- 1.4 Settling Disputes Outside of Court
  - 1.4.1 Description
  - 1.4.2 Comparison
- 1.5 The Adversary System
  - 1.5.1 Adversary System
  - 1.5.2 Burdon of Proof
  - 1.5.3 Steps in a Trial
  - 1.5.4 Judge/Jury
  - 1.5.5 Jury Selection Process
- 1.6 The Role of a Lawyer
  - 1.6.1 Definition
  - 1.6.2 Situations
  - 1.6.3 Seeking and Hiring
  - 1.6.4 Fee Structures

2.0 Criminal and Juvenile Justice

- 2.1 Crime
  - 2.1.1 Definition
  - 2.1.2 Actions: Criminal/ Non-Criminal
  - 2.1.3 Crime Statistics
  - 2.1.4 Causes
  - 2.1.5 Florida Crime
  - 2.1.6 Preliminary Crimes (definition)
    - a. solicitation
    - b. attempt
    - c. conspiracy
  - 2.1.7 Crimes Against Person (Definition)
  - 2.1.8 Crimes Against the Person
  - 2.1.9 Crimes Against Property (Definition)
  - 2.1.10 Crimes Against Property
  - 2.1.11 Controversial Crime (Definition)
  - 2.1.12 Types of Controversial Crimes
  - 2.1.13 Defense
  - 2.1.14 Criminal Defenses

COURSE OUTLINE

LAW STUDIES

2.0 Criminal and Juvenile Justice

- 2.2 Criminal Justice Process
  - 2.2.1 Steps
  - 2.2.2 Arrest
  - 2.2.3 Probable Cause
  - 2.2.4 Warrant
  - 2.2.5 Fourth Amendment
  - 2.2.6 Affidavit
  - 2.2.7 Search Warrant
  - 2.2.8 When Search Warrant Not Needed
  - 2.2.9 Unlawful Search and Seizure
  - 2.2.10 Miranda vs. Arizona
  - 2.2.11 Protections/Miranda
  - 2.2.12 Pre-Trial Proceedings
  - 2.2.13 Exclusionary Rule
  - 2.2.14 Plea Bargaining Process
  - 2.2.15 Right to a Fair Trial
  - 2.2.16 Due Process
  - 2.2.17 Important/Due Process
  - 2.2.18 Sentencing
  - 2.2.19 Sentencing Purposes
  - 2.2.20 Sentencing Factors
  - 2.2.21 Sentencing Options
- 2.3 Juvenile Justice
  - 2.3.1 Definition
  - 2.3.2 Circumstances for Jurisdiction
  - 2.3.3 Parens Patriae
  - 2.3.4 Delinquent
  - 2.3.5 Status Offender
  - 2.3.6 Juvenile Rights/ Adult Rights
  - 2.3.7 Juvenile Justice Procedures
  - 2.3.8 Goals

3.0 Consumer Law

- 3.1 Consumer Law
  - 3.1.1 Consumer (Definition)
  - 3.1.2 Caveat Emptor
  - 3.1.3 Effect on Consumers
  - 3.1.4 Government Protection
- 3.2 Protection of Consumer Rights
  - 3.2.1 Steps to Making a Purchase
  - 3.2.2 Available Resources
  - 3.2.3 Local Small Claims Courts
  - 3.2.4 Deceptive Sales Practices
  - 3.2.5 Distinguish Deceptive Act/ Legal Sales Techniques
  - 3.2.6 Redress
  - 3.2.7 Enforceable Promise/Puffing
  - 3.2.8 Advertising Techniques/Effects
- 3.3 Contracts
  - 3.3.1 Definition
  - 3.3.2 Elements
- 3.4 Warranties
  - 3.4.1 Definition
  - 3.4.2 Types
  - 3.4.3 Disclaimer
- 3.5 Credit
  - 3.5.1 Definition
  - 3.5.2 Secured/Unsecured
  - 3.5.3 Advantages/ Disadvantages
  - 3.5.4 Establishing Credit
  - 3.5.5 Consumer Credit Rights

COURSE OUTLINE

LAW STUDIES

- 3.6 Default and Collection Practices
  - 3.6.1 Definition
  - 3.6.2 Consequences
  - 3.6.3 Consumer Options
  - 3.6.4 Creditor Options
  - 3.6.5 Legislative Restrictions
- 3.7 Car Ownership
  - 3.7.1 Legal Obligations
  - 3.7.2 Purchase
  - 3.7.3 Auto Insurance
  - 3.7.4 Types (auto insurance)
  - 3.7.5 Florida Insurance/ Estimate/Lemon Law

4.0 Family Law

- 4.1 Family
  - 4.1.1 Definition
  - 4.1.2 Types
- 4.2 Marriage
  - 4.2.1 Definition
  - 4.2.2 Issues
  - 4.2.3 Legal Requirements
  - 4.2.4 Decisions Within Marriage
  - 4.2.5 Spouse Abuse
- 4.3 Rights/Responsibilities
  - 4.3.1 Husbands and Wives
  - 4.3.2 Historical Trends
  - 4.3.3 Community Property
  - 4.3.4 Property Systems
  - 4.3.5 Palimony
  - 4.3.6 Paternity
- 4.4 Parents and Children
  - 4.4.1 Family Planning
  - 4.4.2 Rights and Responsibilities
  - 4.4.3 Child Abuse/ Neglect
- 4.5 Foster Care and Adoption
  - 4.5.1 Foster Care
  - 4.5.2 Adoption
  - 4.5.3 Adoption Process
- 4.6 Family Problems
  - 4.6.1 Problems in Marriage
  - 4.6.2 Annulment
  - 4.6.3 Separation
  - 4.6.4 Divorce/ Dissolution
  - 4.6.5 Collateral Problems
- 4.7 Government Support
  - 4.7.1 Poverty
  - 4.7.2 Government Programs
- 4.8 Death and the Law
  - 4.8.1 Funerals
  - 4.8.2 Dying and the Law
  - 4.8.3 Wills and the Inheritance

5.0 Housing Law

- 5.1 Choosing a Residence
  - 5.1.1 Features
  - 5.1.2 Factors
  - 5.1.3 Renting vs. Buying
  - 5.1.4 Discrimination
  - 5.1.5 Landlord
  - 5.1.6 Tenant
  - 5.1.7 Lease
  - 5.1.8 Mortgage

COURSE OUTLINE

LAW STUDIES

- 5.2 Renting
  - 5.2.1 Considerations
  - 5.2.2 Provisions/Lease
  - 5.2.3 Rights/Duties of Tenant
  - 5.2.4 Rights/Duties of Landlord
  - 5.2.5 Rent Control
  - 5.2.6 Right to Quiet Enjoyment
  - 5.2.7 Warranty of Habitability
  - 5.2.8 Security Deposit
  - 5.2.9 Right of Entry
  - 5.2.10 Sublease
  - 5.2.11 Enforceable/ Unenforceable Clauses
  - 5.2.12 Actions of Tenant
  - 5.2.13 Actions of Landlord
  - 5.2.14 Court Process
- 5.3 Buying
  - 5.3.1 Factors
  - 5.3.2 Types of Housing
  - 5.3.3 Steps to Buying a Home
  - 5.3.4 Financing
  - 5.3.5 Home Ownership Problems
  - 5.3.6 Government Assistance

6.0 Individual Rights and Liberties

- 6.1 Rights and Liberties
  - 6.1.1 Bill of Rights
  - 6.1.2 Rights
  - 6.1.3 Restrictions on Government
  - 6.1.4 Freedom of Speech/ Press
  - 6.1.5 Protections of First Amendment
  - 6.1.6 Unprotected Communications
  - 6.1.7 Freedom of Association, Assembly, Petition
  - 6.1.8 Time, Place, Manner Restrictions
  - 6.1.9 Freedom of Religion
  - 6.1.10 Right to Privacy
  - 6.1.11 Due Process
- 6.2 Discrimination
  - 6.2.1 Laws Discriminate
  - 6.2.2 Types of Discrimination
  - 6.2.3 Steps for Citizens

COURSE: LAW STUDIES

UNIT: 1.0 INTRODUCTION

COUNTY COURSE OUTLINE

1.1 Concept of Law
- 1.1.1 Definition
- 1.1.2 Reasons for Laws
- 1.1.3 Laws That Affect Daily Lives
- 1.1.4 Examine a Case

1.2 Kinds of Laws
- 1.2.1 Criminal Law
- 1.2.2 Civil Law
- 1.2.3 Differences between Criminal and Civil Law

1.3 Who Makes Laws
- 1.3.1 Branches of Government
- 1.3.2 Explanation of Lawmaking
- 1.3.3 Identify Levels
- 1.3.4 Structure and Function of Court System
- 1.3.5 Distinguish State/Federal Courts
- 1.3.6 Identify Florida Courts
- 1.3.7 Distinguish Trial/Appellate Courts
- 1.3.8 Identify Questions of Fact/Law
- 1.3.9 Distinguish Federal/State Agencies
- 1.3.10 Definition of Precedent

1.4 Settling Disputes Outside of Court
- 1.4.1 Description
- 1.4.2 Comparison

1.5 The Adversary System
- 1.5.1 Define Adversary System
- 1.5.2 Burdon of Proof
- 1.5.3 Steps in a Trial
- 1.5.4 Distinguish Judge/Jury
- 1.5.5 Jury Selection Process

1.6 The Role of a Lawyer
- 1.6.1 Definition
- 1.6.2 Situations
- 1.6.3 Seeking and Hiring
- 1.6.4 Fee Structures

COUNTY PERFORMANCE OBJECTIVES

1.1 Students will demonstrate knowledge of the concept of law by:
1. defining the term law.
2. listing reasons for having laws.
3. discussing laws that affect their daily lives;
4. examining a case dealing with law and morals.

1.2 Students will demonstrate knowledge of the kinds of laws by:
1. defining criminal law.
2. defining civil law.
3. examining the differences between criminal and civil law.

1.3 Students will demonstrate knowledge of who makes laws by:
1. listing the branches of government which have a lawmaking function.
2. explaining how each branch of government makes laws.
3. identifying at which level of government a given law is made.
4. examining the structure and function of the court system.
5. distinguishing between state and federal courts.
6. examining the structure and function of the Florida court system.
7. distinguishing between trial and appellate courts.
8. determining the differences between questions of fact and law, and how that affects trials and appeals.
9. distinguishing different federal and state agencies.
10. defining the term precedent.

1.4 Students will demonstrate knowledge of settling disputes outside of court by:
1. describing the three methods for settling disputes outside of court.
2. comparing the three methods for settling disputes outside of court.

1.5 Students will demonstrate knowledge of the adversary system by:
1. defining adversary system.
2. defining the term burden of proof, relating to civil cases and criminal cases.
3. listing the steps in a trial.
4. distinguishing between the roles of judges and juries.
5. discussing the jury selection process.

1.6 Students will demonstrate knowledge of the need for a lawyer by:
1. defining the term lawyer.
2. discussing situations when a person may wish to consult a lawyer.
3. recognizing the various methods of seeking and hiring a lawyer.
4. recognizing the different fee structures assessed by lawyers.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand the nature of law in a free society, the fundamental values underlying our system of jurisprudence, and the place of law in ordering society and in resolving conflicts which arise. (IO-1)

Understand how civil and criminal laws are made at the federal, state,and local levels of government and how these laws are employed in the various federal and state courts. (IO-2)

Understand the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice, and their importance to society's well-being. (IO-3)

Understand the nature of the adult criminal justice system, Florida's juvenile justice system, and the rights and responsibilities afforded individuals in these systems of justice. (IO-4)

Demonstrate respect for, and a willingness to work within our system of law and justice with its rights and responsibilities, its expectations of integrity, self-control, and equity in social relations. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study,critical thinking, and decision-making skills. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

T. Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

85. Define regulatory agencies as appointed or elected groups of individuals who are responsible for preparing and administering government regulations.

MINIMUM STUDENT PERFORMANCE STANDARDS: GOVERNMENT

STANDARDS

C. Labor Organizations

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

9. Explain the powers and functions of the United States Supreme Court.

16. Identify major political ideas that have contributed to the development of American government.

STANDARDS OF EXCELLENCE

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1102. Explain the competencies of an effective participant in a democratic society and select the organization(s) or institutions(s) most relevant to the problem, situation or issue with which one is concerned.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1144. Analyze various laws and documents from the American experience to infer the different conceptions of equality (equality before the law, equality of opportunity, equality of access, equality of end result).

1145. Trace the adult criminal justice procedure from arrest to the restoration of civil rights.

TEXTBOOK REFERENCES

Street Law,
with Florida Supplement
3rd Edition
pages 2-37, 455-468

Street Law
Teacher's Manual
pages 21-44

Street Law
Test Book
pages 1-12, 97-103

COURSE: LAW STUDIES

UNIT: 2.0 CRIMINAL AND JUVENILE JUSTICE

COUNTY COURSE OUTLINE

2.1 Crime
- 2.1.1 Definition
- 2.1.2 Actions: Criminal/Non-Criminal
- 2.1.3 Crime Statistics
- 2.1.4 Causes
- 2.1.5 Florida Crime Classification
- 2.1.6 Preliminary Crimes (Definition)
- 2.1.7 Crimes Against Person (Definition)
- 2.1.8 Crimes Against the Person
- 2.1.9 Crimes Against Property (Identify)
- 2.1.10 Crimes Against Property
- 2.1.11 Controversial Crime (Definition)
- 2.1.12 Types of Controversial Crimes
- 2.1.13 Defense
- 2.1.14 Criminal Defenses

2.2 Criminal Justice Process
- 2.2.1 Steps
- 2.2.2 Arrest
- 2.2.3 Probable Cause
- 2.2.4 Warrant
- 2.2.5 Fourth Amendment
- 2.2.6 Affidavit
- 2.2.7 Search Warrant
- 2.2.8 When Search Warrant Not Needed
- 2.2.9 Unlawful Search and Seizure
- 2.2.10 Miranda vs. Arizona
- 2.2.11 Protections/Miranda
- 2.2.12 Pre-trial Proceedings
- 2.2.13 Exclusionary Rule
- 2.2.14 Plea Bargaining Process
- 2.2.15 Right to a Fair Trial
- 2.2.16 Due Process
- 2.2.17 Importance/Due Process
- 2.2.18 Sentencing
- 2.2.19 Sentencing Purposes
- 2.2.20 Sentencing Factors
- 2.2.21 Sentencing Options

2.3 Juvenile Justice
- 2.3.1 Definition
- 2.3.2 Circumstances for Jurisdiction
- 2.3.3 Parens Patriae
- 2.3.4 Delinquent
- 2.3.5 Status Offender
- 2.3.6 Juvenile Rights/Adult Rights
- 2.3.7 Juvenile Justice Procedures
- 2.3.8 Goals

COUNTY PERFORMANCE OBJECTIVES

2.1 Students will demonstrate knowledge of the concept of crime by:

1. defining the term crime.
2. determining whether selected actions are criminal or non-criminal.
3. interpreting crime statistics.
4. discussing possible causes of crime.
5. discussing Florida crime classifications.
6. defining preliminary crimes. (solicitation, attempt, conspiracy)
7. listing four crimes against the person.
8. discussing crimes against the person.
9. identifying various types of crimes against property.
10. discussing crimes against property.
11. defining the term controversial crime.
12. listing types of controversial crimes.
13. discussing the four general categories of criminal defenses.
14. discussing criminal defenses.

2.2 Students will demonstrate knowledge of the criminal justice process by:

1. discussing steps in the criminal justice process.
2. defining the term arrest.
3. defining the term probable cause.
4. defining the term warrant.
5. analyzing fourth amendment protections.
6. defining the term affidavit.
7. defining the term search warrant.
8. discussing situations in which a search warrant is not required.
9. identifying the legal consequences of an unlawful search or seizure.
10. reviewing the case of Miranda vs. Arizona.
11. Listing protections set out in the Miranda warning.
12. describing the proceedings which occur before a criminal trial.
13. evaluating the exclusionary rule.
14. discussing the plea bargaining process.
15. discussing the right to a fair trial.
16. defining due process.
17. explaining the importance of due process.
18. defining the term sentencing.
19. examining purposes behind sentencing.
20. examining factors that determine a sentencing decision.
21. identifying sentencing options available to the criminal courts.

2.3 Students will demonstrate knowledge of the juvenile system by.
1. defining the term juvenile justice.
2. explaining the circumstances in which a young person may be subject to the jurisdiction of juvenile court.
3. discussing the concept of parens patriae.
4. defining the term delinquent.
5. defining the term status offender.
6. comparing the rights of delinquents in juvenile courts with the rights of adults in criminal courts.
7. discussing the juvenile justice procedure.
8. reviewing the goals of the juvenile justice system.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice, and their importance to society's well-being. (IO-3)

Understand the nature of the adult criminal justice system, Florida's juvenile justice system, and the rights and responsibilities afforded individuals in these systems of justice. (IO-4)

Understand the nature of crime, its many causes, and the consequences of crime and rule-breaking for individuals and institutions in our free society. (IO-5)

Demonstrate respect for, and a willingness to work within our system of law and justice with its rights and responsibilities, its expectations of integrity, self-control, and equity in social relations. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

NONE

MINIMUM STUDENT PERFORMANCE STANDARDS: GOVERNMENT

STANDARDS

C . Labor Organizations

SKILLS - The student will:

10. Explain the powers and functions of the United States Supreme Court.

11. Analyze the fundamental rights guaranteed by the United States Constitution.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1032. Explain ways in which the interpretation of historical events changes from generation to generation.
1034. Use historical reasoning to develop solutions to current human problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1102. Explain the competencies of an effective participant in a democratic society and select the organization(s) or institution(s) most relevant to the problem, situation or issue with which one is concerned.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1145. Trace the adult criminal justice procedure from arrest to the restoration of civil rights.
1146. Compare and contrast the adult and juvenile justice systems in the state of Florida.

TEXTBOOK REFERENCES

Street Law
with Florida Supplement
3rd Edition
pages 38-117, 469-487

Street Law
Teacher's manual
pages 45-97

Street Law
Test Book
pages 12-28, 103-111

COURSE: LAW STUDIES

UNIT: 3.0 CONSUMER LAW

COUNTY COURSE OUTLINE

3.1 Consumer Law
- 3.1.1 Consumer (Definition)
- 3.1.2 Caveat Emptor
- 3.1.3 Effect on Consumers
- 3.1.4 Government Protection

3.2 Protection of Consumer Rights
- 3.2.1 Steps to Making a Purchase
- 3.2.2 Available Resources
- 3.2.3 Local Small Claims Courts
- 3.2.4 Deceptive Sales Practices
- 3.2.5 Distinguish Deceptive Act/Legal Sales Techniques
- 3.2.6 Redress
- 3.2.7 Enforceable Promise/Puffing
- 3.2.8 Advertising Techniques/Effects

3.3 Contracts
- 3.3.1 Definition
- 3.3.2 Elements

3.4 Warranties
- 3.4.1 Definition
- 3.4.2 Types
- 3.4.3 Disclaimer

3.5 Credit
- 3.5.1 Definition
- 3.5.2 Secured/Unsecured
- 3.5.3 Advantages/Disadvantages
- 3.5.4 Establishing Credit
- 3.5.5 Consumer Credit Rights

3.6 Default and Collection Practices
- 3.6.1 Definition
- 3.6.2 Consequences
- 3.6.3 Consumer Options
- 3.6.4 Creditor Options
- 3.6.5 Legislative Restrictions

3.7 Car Ownership
- 3.7.1 Legal Obligations
- 3.7.2 Purchase
- 3.7.3 Auto Insurance
- 3.7.4 Types (auto insurance)
- 3.7.5 Florida Insurance/Estimate/Lemon Law

COUNTY PERFORMANCE OBJECTIVES

3.1 Students will demonstrate knowledge of consumer law by:
1. defining the term consumer.
2. defining the term caveat emptor.
3. discussing the effect of law on consumers.
4. identifying the levels of government which provide consumer protection.

3.2 Students will demonstrate knowledge of the protection of consumer rights by:
1. listing steps a consumer should take before making a purchase.
2. identifying resources available to consumers for purchasing products or resolving consumer problems.
3. discussing the operation of a local Small Claims Court.
4. defining the term deceptive sales practices.
5. distinguishing a deceptive act from aggressive but legal sales techniques.
6. discussing how a consumer injured by a deceptive act can secure redress.
7. differentiating an enforceable promise from puffing.
8. identifying various advertising techniques and their effects upon consumer decision-making.

3.3 Students will demonstrate knowledge of contracts by:
1. defining the term contract.
2. discussing the elements of a contract.

3.4 Students will demonstrate knowledge of warranties by:
1. defining the term warranty.
2. discussing various types of warranties.
3. recognizing when a disclaimer is effective.

3.5 Students will demonstrate knowledge of credit by:
1. defining credit.
2. distinguishing between secured and unsecured credit.
3. listing advantages and disadvantages of credit purchases.
4. discussing the reasons for and methods of establishing credit.
5. discussing consumer credit rights.

3.6 Students will demonstrate knowledge of default and collection practices by:
1. defining the term default.
2. examining consequences of default.
3. discussing options available to consumers when faced with default.
4. discussing options available to creditors faced with consumers who default.
5. explaining legislative restrictions placed on debt collection practices.

3.7 Students will demonstrate knowledge of car ownership by:
1. defining legal obligations which face car owners.
2. reviewing steps a consumer should follow in purchasing a car.
3. explaining the need for auto insurance.
4. identifying the types of insurance needed by the typical driver.
5. discussing Florida insurance/estimate/and Lemon laws.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how civil and criminal laws are made at the Federal, State, and local levels of government and how these laws are employed in the various Federal and State courts. (IO-2)

Understand civil and criminal laws and procedures as they relate to two broad areas of family and consumer law, the rights and responsibilities of individuals and the need to protect the fundamental institutions of the family and the economy. (IO-6)

Demonstrate respect for, and a willingness to work within our system of law and justice with its rights and responsibilities, its expectations of integrity, self-control, and equity in social relations. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

N. Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVES - The student will:

68. Identify some credit plans and sources that may be used for consumer purchases.

69. Identify the importance of credit ratings and their effect on the consumer.

TOPIC

P. Contracts, Warranties, and Guarantees

OBJECTIVE - The student will:

73. Name some of the basic provisions contained in warranties and guarantees.

TOPIC

Q. Consumers Education, Rights, and Responsibilities

OBJECTIVE - The student will:

74. Identify some benefits of consumer education to the consumer.

75. Identify rights and responsibilities of consumers while interacting with providers of goods and services.

TOPIC

R. Consumer Legislation, Regulation, and Services

OBJECTIVES - The student will:

76. Name some consumer protection agencies, institutions, or organizations (public or private) that provide sources of information and deal with specific consumer problems.

77. Identify some advantages of consumer protection laws to consumers.

78. Identify some advantages of consumer protection laws to consumers.

TOPIC

S. Insurance

OBJECTIVES - The student will:

79. Define insurance as the purchase of protection against loss.

80. State the principle that premiums which purchase insurance are based primarily on the degree of risk.

81. Identify areas of protection covered by various types of personal insurance, such as automobile, health, life and home or property ownership.

TOPIC

T. Government Functions (Taxation, spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

85. Define regulatory agencies as appointed or elected groups of individuals who are responsible for preparing and administering government regulations.

STANDARDS OF EXCELLENCE

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1079. Describe an economic model that might be used to analyze the effects of some government policy on the economic system.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1144. Analyze various laws and documents from the American experience to infer the different conceptions of equality (equality before the law, equality of opportunity, equality of access, equality of end result).

TEXTBOOK REFERENCES

Street Law
with Florida Supplement
3rd Edition
pages 118-190
489-491

Street Law
Teacher's Manual
pages 99-138

Street Law
Test Book
pages 29-45, 112-122

COURSE: LAW STUDIES

UNIT: 4.0 FAMILY LAW

COUNTY COURSE OUTLINE

4.1 Family
- 4.1.1 Definition
- 4.1.2 Types

4.2 Marriage
- 4.2.1 Definition
- 4.2.2 Issues
- 4.2.3 Legal Requirements
- 4.2.4 Decisions Within Marriage
- 4.2.5 Spouse Abuse

4.3 Rights/Responsibilities
- 4.3.1 Husbands and Wives
- 4.3.2 Historical Trends
- 4.3.3 Community Property
- 4.3.4 Property Systems
- 4.3.5 Palimony
- 4.3.6 Paternity

4.4 Parents and Children
- 4.4.1 Family Planning
- 4.4.2 Rights and Responsibilities
- 4.4.3 Child Abuse/Neglect

4.5 Foster Care and Adoption
- 4.5.1 Foster Care
- 4.5.2 Adoption
- 4.5.3 Adoption Process

4.6 Family Problems
- 4.6.1 Problems in Marriage
- 4.6.2 Annulment
- 4.6.3 Separation
- 4.6.4 Divorce/Dissolution
- 4.6.5 Collateral Problems

4.7 Government Support
- 4.7.1 Poverty
- 4.7.2 Government Programs

4.7 Death and the Law
- 4.8.1 Funerals
- 4.8.2 Dying and the Law
- 4.8.3 Wills and Inheritance

4.1 Students will demonstrate knowledge of the concept of the family by:
1. defining the term family.
2. identifying the various types of families.

4.2 Students will demonstrate knowledge of marriage.
1. defining the term marriage.
2. discussing issues people should consider before getting married.
3. discussing the legal requirements for marriage in Florida (ceremonial/non-ceremonial).
4. discussing common decisions within marriage.
5. discussing spouse abuse.

4.3 Students will demonstrate knowledge of the marital rights and responsibilities of husbands and wives.
1. listing various legal rights and responsibilities of husbands and wives.
2. discussing how marital rights and responsibilities have changed over the years.
3. defining community property.
4. comparing the systems of property ownership in marriage.
5. discussing palimony.
6. discussing paternity.

4.4 Students will demonstrate knowledge of the rights and responsibilities of parents and children by:
1. explaining various methods of family planning.
2. discussing major rights and responsibilities which exist between parents and children.
3. comparing child abuse with neglect.

4.5 Students will demonstrate knowledge of foster care and adoption by:
1. defining the term foster care.
2. defining the term adoption.
3. describing the adoption process.

4.6 Students will demonstrate knowledge of family problems by:
1. discussing common problems in marriage.
2. explaining annulment.
3. explaining separation.
4. explaining divorce and dissolution.
5. discussing collateral problems associated with divorce.

4.7 Students will demonstrate knowledge of government support for needy families and others by:
1. defining the term poverty.
2. identifying various government programs for the needy.

4.8 Students will demonstrate knowledge of death and the law by:
1. describing types of funerals and their expenses.
2. discussing dying and the law.
3. discussing wills and inheritance.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand civil and criminal laws and procedures as they relate to two broad areas of family and consumer law, the rights and responsibilities of individuals and the need to protect the fundamental institutions of the family and the economy. (IO-6)

Demonstrate respect for, and a willingness to work within our system of law and justice with its rights and responsibilities, its expectations of integrity, self-control, and equity in social relations. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

NONE

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1032. Explain ways in which the interpretation of historical events changes from generation to generation.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change, human/biosphere relations, population growth and human rights.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1177. Describe situations in which advancements in science and technology may require reevaluation of individual moral and ethical beliefs.
1179. Relate biomedical developments to social and technological problems.
1181. Apply social planning techniques and strategies to social and technological problems.

TEXTBOOK REFERENCES

Street Law
with Florida Supplement
3rd Edition
pages 192-255, 493-502

Street Law
Teacher's Manual
pages 139-192

Street Law
Test Book
pages 47-67, 122-134

COURSE: LAW STUDIES

UNIT: 5.0 HOUSING LAW

COUNTY COURSE OUTLINE

5.1 Choosing a Residence
1. Features
2. Factors
3. Renting vs. Buying
4. Discrimination
5. Landlord
6. Tenant
7. Lease
8. Mortgage

5.2 Renting
1. Considerations
2. Provisions/Lease
3. Rights/Duties of Tenant
4. Rights/Duties of Landlord
5. Rent Control
6. Right to Quiet Enjoyment
7. Warranty of Habitability
8. Security Deposit
9. Right of Entry
10. Sublease
11. Enforceable/Unenforceable Clauses
12. Actions of Tenant
13. Actions of Landlord
14. Court Process

5.3 Buying
1. Factors
2. Types of Housing
3. Steps to Buying a Home
4. Financing
5. Home Ownership Problems
6. Government Assistance

COUNTY PERFORMANCE OBJECTIVES

5.1 Students will demonstrate knowledge of choosing a place to live by:
1. listing features they would like in a home.
2. discussing factors to be considered in choosing a place to live.
3. comparing benefits of renting vs. buying a home.
4. listing laws that prohibit housing discrimination.
5. defining the term landlord.
6. defining the term tenant.
7. defining the term lease.
8. defining the term mortgage.

5.2 Students will demonstrate knowledge of renting a home by:
1. examining important considerations before renting.
2. discussing the provisions of a typical lease.
3. discussing the rights and duties of a tenant.
4. discussing the rights and duties of a landlord.
5. discussing the term "rent control".
6. discussing the term "right to quiet enjoyment".
7. discussing the term "warranty of habitability".
8. explaining the purpose of a security deposit.
9. defining the term "right of entry".
10. defining the term "sublease".
11. examining clauses in a lease to determine enforceable and unenforceable clauses.
12. discussing actions a tenant can take if a landlord does not fulfill the obligations of a lease.
13. discussing actions a landlord can take if a tenant does not fulfill the obligations of a lease.
14. listing the steps in the landlord-tenant court process.

5.3 Students will demonstrate knowledge of buying a home by:
1. listing factors to consider before buying a home.
2. examining the various types of housing.
3. summarizing the steps to take in buying a home.
4. describing sources of financing a home.
5. discussing problems associated with home ownership.
6. discussing government home ownership assistance programs.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand civil and criminal laws and procedures as they relate to two broad areas of family and consumer law, the rights and responsibilities of individuals and the need to protect the fundamental institutions of the family and the economy. (IO-6)

Demonstrate respect for, and a willingness to work within our system of law and justice with its rights and responsibilities, its expectations of integrity, self-control, and equity in social relations. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

TOPIC

P. Contracts, Warranties, and Guarantees

OBJECTIVE - The student will:

73. Name some of the basic provisions contained in warranties and guarantees.

STANDARDS OF EXCELLENCE

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1144. Analyze various laws and documents from the American experience to infer the different conceptions of equality (equality before the law, of access, equality of end result).

TEXTBOOK REFERENCES

Street Law, with Florida Supplement
3rd Edition,
pages 256-307, 503-508

Street Law, Teacher's Manual
pages 193-227

Street Law, Test Book
pages 69-83, 134-141

COURSE: LAW STUDIES

UNIT: 6.0 INDIVIDUAL RIGHTS AND LIBERTIES

COUNTY COURSE OUTLINE

6.1 Rights and Liberties
1. Bill of Rights
2. Rights
3. Restrictions on Government
4. Freedom of Speech/Press
5. Protections of First Amendment
6. Unprotected Communications
7. Freedom of Association, Assembly, Petition
8. Time, Place, Manner Restrictions
9. Freedom of Religion
10. Right to Privacy
11. Due Process

6.2 Discrimination
1. Laws Discriminate
2. Types of Discrimination
3. Steps for Citizens

COUNTY PERFORMANCE OBJECTIVES

6.1 Students will demonstrate knowledge of their individual rights and liberties by:
1. identifying individual rights guaranteed in the Bill of Rights.
2. examining why constitutional rights are not absolute.
3. examining how the Constitution restricts government.
4. explaining the importance of freedom of speech and press.
5. listing the forms of communication protected by the First Amendment.
6. listing the types of communication not protected by the First Amendment.
7. discussing the importance of association, assembly, and petition.
8. describing lawful time, place, manner restrictions on First Amendment rights.
9. discussing freedom of religion.
10. examining the right to privacy.
11. discussing the basic elements of due process.

6.2 Students will demonstrate a knowledge of discrimination by:
1. examining how laws discriminate.
2. listing the types of discrimination the courts are least likely to approve.
3. listing the steps a citizen should take when his/her rights have been violated.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand the nature of law in a free society, the fundamental values underlying our system of jurisprudence, and the place of law in ordering society and in resolving conflicts which arise. (IO-1)

Understand how civil and criminal laws are made at the Federal, State, and local levels of government and how the laws are employed in the various Federal and State courts. (IO-2)

Understand the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice, and their importance to society's well-being. (IO-3)

Understand the nature of the adult criminal justice system, Florida's juvenile justice system, and the rights and responsibilities afforded individuals in these systems of justice. (IO-4)

Understand the nature of crime, its many causes, and the consequences of crime and rule-breaking for individuals and institutions in our free society. (IO-5)

Demonstrate respect for, and a willingness to work within our system of law and justice with its rights and responsibilities, its expectations of integrity, self-control, and equity in social relations. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

None

MINIMUM STUDENT PERFORMANCE STANDARDS: GOVERNMENT

TOPIC

C. Labor Organizations

OBJECTIVES - The student will:

3. Define terms related to American government.

4. Evaluate the statement that citizenship involves both rights and responsibilities.

10. Explain the powers and functions of the United States Supreme Court.

11. Analyze the fundamental rights guaranteed by the United States Constitution.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of inter-related events.

SKILLS - The student will:

1032. Explain ways in which the interpretation of historical events changes from generation to generation.

1034. Use historical reasoning to develop solutions to current human problems.

STANDARDS

G. Supply and Demand

SKILLS - The student will:

1143. Contrast attitude toward freedom of conscience and freedom of religion in the United States with attitudes of other countries.

1144. Analyze various laws and documents from the American experience to infer the differenct conceptions of equality (equality before the law, equality of opportunity, equality of access, equality of end result).

TEXTBOOK REFERENCES

Street Law,
with Florida Supplement,
3rd Edition,
pages 308-390, 509-513

Street Law,
Teacher's Manual,
pages 229-287

Street Law,
Test Book,
pages 84-96,
141-147